

**SOCIO-ECONOMIC FACTORS INFLUENCING STUDENTS' DROPOUT  
RATES IN PUBLIC SECONDARY SCHOOLS IN MSAMBWENI SUB-  
COUNTY, KWALE COUNTY, KENYA**

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## DECLARATION

This research project is my original work and has not been presented for a degree in any other university



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This research project has been submitted for examination with our approval as University Supervisors



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## **DEDICATION**

This project is dedicated to my wife Miriam, sons Marcel, Matt and Mark.

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## ABBREVIATIONS AND ACRONYMS

FDSE	-Free Day Secondary Education
FPE	- Free Primary Education
GOK	- Government of Kenya
ILO	- International Labor Organization
KCPE	- Kenya Certificate of Primary Education
KESSP	- Kenya Education Sector Support Program
MDGS	- Millennium Development Goals
MOEST	- Ministry of Education, Science and Technology
NACOSTI	- National Commission for Science, Technology and Innovation
NGO	- Non- Governmental Organization
UNESCO	- United Nation Educational, Scientific and Cultural Organization
UNICEF	- United Nation Children’s Funds
UPE	- Universal Primary Education

## ABSTRACT

Secondary school education was subsidized by the government in order to ensure that students acquire quality education. However, dropout is still a challenge in achieving this goal. This study was geared towards finding out socio-economic determinants affecting students' dropout rates in public secondary schools in Msambweni Sub-County, Kwale County, Kenya. The objectives were: to determine extent to which child labor affect dropout in schools, to examine the extent to which family size influences dropout in secondary schools, to examine how tuition fees affect dropout of students, to determine how the level of income of the parents affect students dropout in secondary school. The research was carried out through survey design and information presented using various forms like: graphs, tables and charts. 10 secondary schools, 59 teachers, 10 head teachers and 177 students in Msambweni Sub- County was used as the sample. Research instruments consisted of interview schedule and the questionnaires. The study revealed that amongst the students involved in child labor, 37.5% engage in illicit sexual activities with tourist, 25% operate *bodaboda*, 25% are either employed as domestic worker or carry out family activities and the remaining 12.5% engage in other activities like farming and hawking. It came out that 62% of the families are overcrowded because they have more than 4 children to educate. The study established that most (29%) of the parents are unemployed and 37.5% of them earned less than 10 thousand shillings. From the findings it is clear that child labor, large household size, low level of earnings of parents and high tuition fees lead to students' dropout in secondary schools in Msambweni. The study therefore called for collaborative efforts by government and other players in the education sector to provide civic education, policy review and relevant law enactment in order to reduce dropout in secondary schools in Msambweni Sub Count

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

In accordance with the United Nations Universal Declaration of Human Rights (1949) cited in ILO (2010), “everyone has a right to education”. Towards this effect, in 1990 Jomtiem in Thailand hosted the world conference on EFA. This conference launched the goal of achieving Basic Education for All by the year 2000. Many countries implemented free basic education programs for this reason and also fully recognizing that it plays a significant role in economic growth of nations hence to almost a quarter of annual Gross Domestic Product (GDP) of both developed and developing nations (Alvares, Gillies & Biadsher, 2003).

People who are educated are more productive than those who are not. This is because education enhances their skills hence making them better informed who are required in the development of a country (UNESCO, 2000). Such people live healthily, plan their families, are law abiding and participate adequately in their children lives by providing the basic requirements and any other necessary support (Psacharopoulos & Woodhall, 1985). Investing in education is therefore justified as the best tool for creating and accelerating social and all other kinds of development in a country.

Kenya, just like other developing countries are however still experiencing challenges of ensuring that school age children are in school and learning provide quality education and ensure equality is achieved. It is impossible to overcome these challenges without innovative and well thought

strategies that may fit in the new dispensations and complicated policy frameworks in the education sector.

Success has been adequately recorded in expansion of learning spaces and opportunities in most countries both developed and developing due to high resource allocation in the education sector in the respective countries (Patrinos, 2000). However, one of the greatest setbacks is high rate of wastage especially among the low socio-economic population. According to ONEC (1997), the cost of living in general and the cost of providing education in particular is always rising and is directly attributed to high rates of dropout. According to UNICEF (1999), the main issue in the provision of education is its affordability. Jolly (1969) suggests that upsurge in number of enrolled student translates in unprincipled increase the cost of providing education. To overcome these challenges, the government subsidy programs should be monitored and revised frequently in order to achieve efficiency toward realizing the goals of education (Psacharopoulos & Woodhall, 1995).

According to King (1995), education was already free by 1994 in Europe. The governments of various countries sponsored different parts of education system; some paid for sports, others paid teacher salaries while others provided exams. Dropout significantly reduced. However, due to inflation governments could not solely continue funding education and so they introduced cost sharing which led to dropout. Some countries in like England developed strategies which included NGOs and parents in funding education a move that reduced dropout significantly.

Thailand having hosted the world on matters education, needed to be in good records with the international community so it introduced free basic education. A privilege to 12 years of free and compulsory basic education was established. By 1997, the gross enrolment rate in primary education had tremendously increased to reach about 90% (ONEC, 1997). In spite of all these strategies, dropout still remained a challenge both at primary and mostly at secondary school levels. The highest dropout was witnessed during the economic crush in the year 1997 which put unwarranted pressure on demand and supply of education.

The cost of education must be congruent to the reality of earning of the common man. This can arrived at by increasing the relevance and cost by giving required instructional materials and physical equipment like books, science practical requirements and library (Republic of Kenya, 1992).

Introduction of FPE in Uganda by the government led to upsurge in enrolment to over 6 million in 1997 up from 2 million in 1996 ( Bategeka, Muhumuza & Ssewanyana, 2005). The same trend in enrolment occurred in 2007 when Free Secondary Education was introduced. Inadequate number of teachers, lack of classrooms was not matched to the increased enrolment and so pressure built up and dropout cropped in again. The situation was replicated in Tanzania where quality standards declined when FPE was brought about by the government at all stages of basic learning as a result of rapid increase in school going population coupled with inappropriate learning environment.

When FPE was introduced in Kenya in 2003, 1.5 million children joined school. By the year 2008, enrolment in primary schools had increased to reach about 9 million. Just like in other countries, when the government brought about FDSE, transition rate rose to over 70% according to the Ministry of Education (MOE, 2007).

Even though enrolment has increased steadily in secondary schools since FDSE was introduced the rates of dropout are still relatively high compared to other developing countries (Njeru & Orodho, 2003). The challenges responsible for dropout vary from region to region. However, the most common in many areas are high cost of secondary education, child labor, large families and poverty of household among others.

According to UNICEF (2015), one out of four children (aged between 5-14 years) is involved in child labor. It extensively ruin children's participation in schooling by restricting their access to school or influencing their dropout for those already enrolled. Rural poverty pushes many children out of their homes to look for jobs.

The level of income of a household may influence retention of children in school. According to the World Bank (2007), most parents cannot educate their children even though they wish to so because of their migre income against high cost of schooling.

Students from smaller households have their parents monitoring and regulate their activities, counseling, allow them to be more critical in thinking when parents are involved (Bategeka et al, 2005). The large family size therefore reduces the chances of parents participating in the

academic life all children a factor that may lead to poor academic performance, low morale and finally dropout.

Msambweni Sub County has registered increasingly high dropout rates from 2006 as indicated in Table 1.1. According to the statistics from the Sub County education office, dropout cases are at 22.9% for boys and 24.9% for girls. This research sought to determine the extent to which this socio-economic factors influence dropout among students in this area.

**Table 1.1 Enrolment and completion of students in Msambweni Sub County (2006- 2010)**

<b>Form 1</b>	<b>Enrolment</b>	<b>Form 4</b>	<b>Completion</b>
<b>Year</b>		<b>Year</b>	
2006	1722	2009	1645
2007	1806	2010	1711
2008	1921	2011	1790
2009	1985	2012	1817
2010	1102	2013	952
<b>Total</b>	<b>4436</b>		<b>3815</b>

**Source: District Education Office, Msambweni Sub County (2015).**

The difference between the number graduating in form 4 and the number enrolled in form one is ideally considered as dropout cases. The school dropout rate is a major challenge to schooling, which is attributed to challenges experienced both at school and home.



## **1.2 Problem statement**

It was the intention of the government to let children find opportunities to advance themselves by subsidizing secondary school education. However, as observed by ILO (2010), dropout is still a challenge in achieving this goal. A report by UNESCO (2015) on secondary school dropout patterns in Africa indicates that Kenya's average dropout rate is 16.9%. Statistics from Msambweni Sub County Education offices puts dropout at 22.9% for boys and 24.9% for girls. This disparity is alarming due to the large difference between Msambweni Sub County dropout rate and the national dropout rate. In order to achieve maximum gains from FDSE, the exact problems hindering retention have to be identified. This study aimed at determining the underlying socio-economic determinants of high dropout within Msambweni Sub County in the hope that they may be addressed once identified.

## **1.3 Purpose of the study**

The purpose of this study was to investigate socio-economic factors influencing students' dropout rates in secondary schools in Msambweni Sub County, Kwale County, Kenya.

## **1.4 Study objectives**

- a) To examine the extent to which child labor influence students' dropout rates in public secondary schools in Msambweni Sub County.
- b) To establish the extent to which family size influences students' dropout rates among students in public secondary schools in Msambweni Sub County.
- c) To examine the extent to which tuition fees influences students' dropout rates in public secondary schools in Msambweni Sub County.

- d) To assess the extent to which income levels of parents influence students' dropout rates in public secondary schools in Msambweni Sub County.

### **1.5 Research Questions**

- a) To what extent does child labor influence students' dropout rates in public secondary schools in Msambweni Sub County?
- b) What is the effect of family size on students' dropout rates in public secondary schools in Msambweni Sub County?
- c) To what extent does tuition fee influence students' dropout rates in public secondary schools in Msambweni Sub County?
- d) What is the influence of income of parents on students' dropout rates in public secondary schools in Msambweni Sub County?

### **1.6 Significance of the study**

Information obtained from the study may be used by the educational planners, administrators, communities, donors, parents and other stakeholders in designing policies, interventions and laws on dealing with the problems of dropout in secondary schools. This may increase the likelihood of having a more literate population who may have better chances of appreciating various aspects of economic engagements for self-reliance. The beneficiaries of the system would become more productive when they possess skills for gainful economic activities.

### **1.7 Study limitations**

These are challenges encountered by the researchers and which were beyond their control and which may have restricted the findings of the research (Mugenda and Mugenda, 1999). The research study dealt with head teachers, teachers and students whose schedule of work was busy to fill the questionnaire in the required time frame. However, several visits and persuasions were made by the researcher in order to collect the questions from schools which were both expensive and time wasting.

### **1.8 Delimitations of the study**

This study was only conducted among public secondary schools in Msambweni Sub County. They included teachers, students, parents and district administration. The study only dealt with socio-economic factors affecting dropout rates in secondary education in Msambweni. Data was collected during the month of March, 2016.

### **1.9 Basic assumptions of the study.**

The basic assumptions made in this study were:

- a) The school going students were exposed and were vulnerable to socio-economic factors affecting dropout in school.
- b) Area under study provided information that is adequate as that meets the threshold of the researcher's specification.
- c) The respondents participated willingly in the study.

### **1.10 Definition of significant terms**

**Access** refers to making education accessible to students and anyone who may need it.

**Child labor** work that is done by children below 18 years old that may affect their physical, social, intellectual or emotional development and which extensively affect the schooling process of a child.

**Cohort** refers to students who are learning at the same stage or class at a given time.

**Completion** refers to the finishing form four and doing K.C.S.E.

**Dropout** refers to staying away from school indefinitely before completing form four.

**Enrolment** refers to a process of admitting new students in school.

**Household** refers to persons or group of people living together under one roof or within the same compound and sharing the community way of life and resources.

**Participation** refers to being in school and partaking of all the education processes.

**Primary school** is a stage in learning that begins class one and ends at class eight. It is concluded with Kenya Certificate of Primary Education (KCPE).

**Secondary school** starts at form one and terminating at form four. Kenya Certificate of Secondary Education (KCSE) is the final examination done at this level.

**Wastage** refers to students who do not complete secondary school education with their group or drop out of school.

### **1.11 Organization of the study**

This study is organized into five chapters. Background to the study, objectives of research, research questions, problem statement, study limitation and research delimitations, significance of the study, assumptions, research significance and organization of the research are covered in

chapter one. The following are covered in chapter two: literature review on determinants of child labor on students' dropout, effect of family size on dropout, effect tuition fees on students' dropout, effects of income of parents on students' dropout, literature summary and theory. Chapter three covers study design, population of the study, size of the sample and sampling procedure, instruments used in the study, instruments validity, instruments reliability, procedure of data collection, techniques of data analysis and considerations of ethics. Chapter four involves data analysis, presentation and discussions. Finally, the last chapter comprises conclusions of the study and recommendations of the study.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

The chapter focuses on variables being studied by investigating other studies on this area. The study focuses on socio- economic factors that bring about school dropouts in secondary, these include child labour, tuition fees, size of the household and the family income.

#### 2.2 Child labor and dropout

Persons whose age are less than eighteen years are considered to be children according to the Kenyan constitution. Persons of under 18 years have been involved in paid and unpaid labour. Child labour affects children's participation in education by restricting access to school and thus encouraging school dropouts. In as much as child labour is reducing globally its actually on the rise in sub-Saharan Africa and other developing countries. Studies show that children under the age of 15 are involved in activities like street hawking, selling in shops and riding motorcycles. In fact in many urban homes you find underage girls working as house helps. Such girls cannot attend school because they are meant to work during school hours.

Republic of Kenya (2004) concurs with the fact that child labour is one of the worst forms of employment and puts it amongst the worst of problems towards the achievement of free primary education. Child labor is a common practice in poor households.

Research has shown that whether or not a child drops out of school due to child labor is influence by the wealth muscle of the family .Abagi (1997) argues that child labour becomes a necessary

evils as poverty increases. In most families poverty and ignorance makes most parents to pull their children out school to help in generating income for the family.

In as much as the earning helps the parents and the households, child labor denies them the opportunity of benefitting from education denying them their chances of cutting the vicious cycle of poverty in their families.

The subsidy strategies in both primary schools and secondary schools by the government came as a relief to parents who could not afford to pay for the cost of education. However, many students are still out of school working so as to cater for the basic needs of their households and so they stay away or drop out from school and participate in activities that may earn them and their families a living.

According to Son (2012) in the coast region young boys and girls in leave school to either get married and or offer sexual services to white tourists who visit the area so as to escape poverty. Most of the time this happens with the knowledge of parents and relatives who at time coerce the child into prostitution and to some extent it is widely accepted and considered as a sign of success.

While some researchers show that influences students participation in school, most have indicated that there is a direct relationship between working hours and dropout: the more hours worked the higher the chances of dropout. Some researchers argue though that longer hours of about 24hrs are likely to lead to school dropouts.

A study by human Rights Watch(2005) shows that in as much as most governments did away with school fees, most schools in Africa still refuse to admit or send away students who cannot afford to buy books, school uniforms and other school materials and expenses. This makes students drop out of school as they spend more time looking for money in frustration.

This worst form of employment is one that keeps away children from attending schools or leads to dropout. Msambweni Sub County is worst hit by this vice. Positioning of the sub county along the coastal line, poverty and tourism activities could be a recipe for child labor which may fuel dropout of children from school. This study was focused on determining the level which child labor affects retention in secondary schools in Msambweni Sub County.

### **2.3 Family size and dropout.**

A household is faced with the dilemma of whom to send to school and who to leave out when there are many children. In some families the brighter child is allowed to continue with education while the one considered poor in academics is forced to abandon school, although some cultures force the girl out of school to give a chance to the boy child as the boy child seen as a future bread winner, this mostly happens in households where the mother is neither educative nor having an income.

Given a large number of children and scarce resources parents send some children to school in time while others are left at home to wait for more money for fees and other necessities to be found. Such students are sent to school much later in the term. In more serious cases, some



children are employed so that they can help their parents in paying their siblings' education (Okumu, 2014). Such students lose a lot in terms of learnt contents so they perform poorly, get discouraged and eventually dropout of school.

A direct correlation exists between large families and insignificant income and thus financial hardships. There is very little communication that goes on between parents and children from large families compared to small families. This explained the levels of indiscipline in large families as parental supervision is minimized by numbers. This may lead to school dropouts as parents do not get involved in their children's academic affairs thus by the time they realize something is wrong it's usually already too late.

A research on students' rate of dropout in American states by John (2008) revealed that persons with low socio-economic levels have large families. It further indicated that family size was linked to low test scores performance in school among students which demoralized them and eventually led to dropout due to feelings of inadequacy and frustrations. In Sub Saharan Africa and developing countries , large families of boys and girls, girls seldom participation in schools because they must perform household chores like drawing water, preparing food, gathering firewood, attending to younger siblings and helping in farm activities (Lockheed, 1991). When working children get tired thus do not attend school and they have little time to study which in turn weakens their academic performance, they get discouraged and eventually dropout.

Juma (2003) in his study showed that up to about 82% of children who eventually drop out of school at all levels come from large families, ,suggesting that parents with large families are

usually faced with financial problems as they are unable to meet all their needs a result they find it difficult to keep their children in secondary schools. This study aimed at finding out the degree in which family size affects drop out rates in secondary schools in Msambweni Sub County.

#### **2.4 Tuition money secondary schools.**

According to Schultz (1963) the cost of education determines the affordability of basic education. While it is imperative to pay school fees for smooth running of schools, the high cost of education hinders access and leads to dropout in schools. According to Psacharopoulos & Woodhall (1985), low participation is common among students from poor families that cannot bear the cost of schooling. When Compared with their counterparts from poor families who struggle to get basic school requirements like books, students from richer families have economic support and learning enabling environment at home , thus find time to concentrate on their academics. Secondary education is key in self advancement and therefore lacking wealth by some family should not lead a student to drop out of school.

The national government of Kenya and the county governments come up with mitigating strategies to these shortcomings, these include bursaries, scholarships, and economic stimulus programmes to cushion students from low income families.

In addition to exaggerated school fees, schools introduce holiday fees, remedial fees, motivational fees among other funds and so parents who cannot afford are forced to let their children stay at home, studies show that parents are forced to pull their children out of school due to these extra unbudgeted for levies.

KESSP (2005) was developed by education stakeholders and government in order drastically lower the cost of education and to boost access in basic education. It is only through the cost of education in Kenya though, is a hindrance to effective participation in education. This study seeks to establish the effect of cost of education to school dropout.

## **2.5 Parental income and dropout**

A joint research by UNESCO and UNICEF (2005) in several countries (Kenya included) shows that (38%) as many children from poorest households are out of school compared to those from richest households (12%). World Bank (1995) reveals that many parents pull children from school because they find it difficult to provide their children with all school needs, the levels of inflation do not make matters easier either. Low income force parents to withdraw children from school prematurely as compared to rich families.

In Kenya inequality in the provision of secondary school education has increased so much that basic facilities like classrooms, libraries and general instructional materials. Since such poor parents do not benefit from education they in turn hardly reinforce the importance of education to their children.

At home a child may not have the facilities they need to enable them carry on with school work. In some homes there might be no electricity, furniture, space and other materials a child needs to study at home thus a child becomes frustrated because they cannot carry out basic school assignments.

According to Son (2012), 52 percent of parents in Mombasa region are unable to meet the cost of education due to their low income hence they withdraw their children from school before they

complete the four year cycle in secondary school. Students from such families keep being sent away from school to collect school fees which affects their performance in class and in turn discourages the students hence they withdraw. This research sought to find out the effects of parents income on dropout rates of students in Secondary schools in Msambweni Sub County.

## **2.6 Summary of related literature review**

This research focused on relating determinants on dropout in secondary schools. Related literature was looked at in depth and used to derive the theoretical, empirical and conceptual framework for this study. The reviewed findings indicated that dropout depends on several factors and challenges experienced in different areas. The socio-economic challenges discussed in this study include; child labour, household size, tuition fees and parental level of income.

The studies, for instance ILO (2010), Son (2012) and Okumu (2014) elaborate on factors that lead to dropout. None of these studies, however, have intricate information on dropout in secondary school education in Msambweni Sub County, Kwale County which faces numerous socio-economic challenges.

## **2.7 Theoretical framework**

The study uses Human capital theory as founded by Schultz (1971), Psacharopoulos & Woodhall (1997). It states that people who benefit from education are more productive economically than those who do not. There are three factors necessary for economic growth, that is, land, monetary capital and human labor. Schultz discovered that human contribution is the most important factor that brings about economic growth. Human capital theorists in their research discovered formal

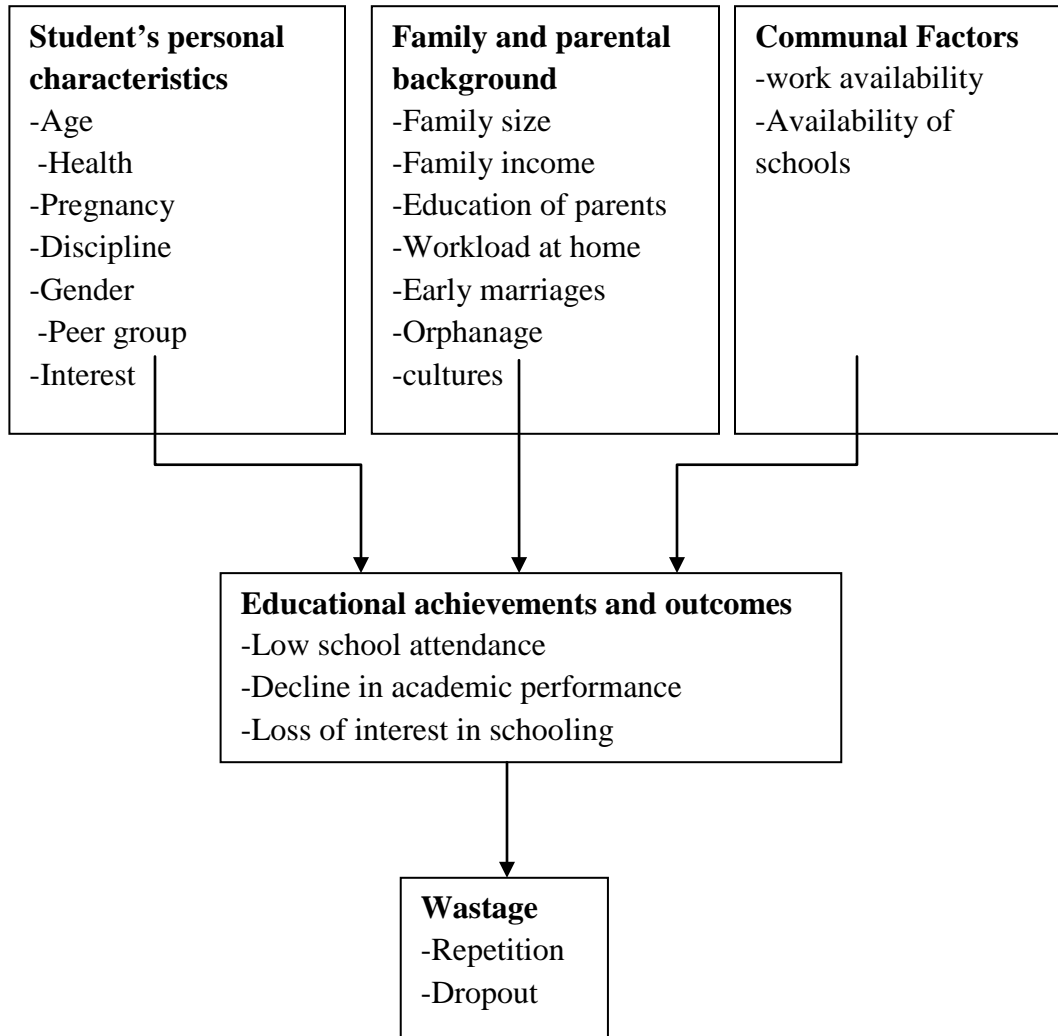
education as a very crucial besides being instrumental in enhancing production ability of people. They argued that the capacity possessed by a population depends upon the education level of that population. Not only does Human capital theory emphasize the importance of formal education in increase human ability but also increase efficiency of people through sharpening of their thinking and activating the dormant talent within.

According to Fagalind and Saha (1997), governments spend more in education because of the obvious benefits to its youth and countries economic growth. Investment in education is believed to be congruent to the views of democracy and positive political growth. Efforts to investment in human capital lead to economic growth for individuals and society at large.

Providing the youth of a nation with secondary education can be considered as a progressive investment opportunity to the government, as creators of the concept thought and believed that this would bring in more returns than investing in infrastructure and other sectors of development. Basing on this theory, this research sought to establish the economic and social determinants of students' dropout rates within secondary school in Msambweni Sub County. The theory is suitable for this research since it provides the backbone used in building cases and arguments on issues that either promote or derail education and its provision.

## 2.8 Conceptual framework

**Figure 2.1: Relationship between variables on socio-economic factors and drop out**



Conceptual framework is a believed network of relation between variables in the study as hypothesised by the researcher (Orodho, 2010). Several socio-economic factors may lead to students' dropout in public secondary schools as displayed in the framework on Figure 2.1. They include students' individual factors, home background and community environments. Age as a factor, may affect students' dropout in secondary schools since the majority of them are at the

adolescent stage which is characterized by peer pressure. Unguided decisions that may be made by students at this stage may include drug and substance abuse, child prostitution, child labor and employment among others.

Large families may face financial constraints which may render such families incapable of catering for both basic needs at home and their children education. Children from such families may often be absent from school because most of the time they may be sent home to collect school fee and other effects. In addition, parental involvement and interaction in the study life of each child may be limited given a large family. Furthermore, it may be difficult to reinforce discipline in each child. Such children may lose interest in education, and exhibit decline in performance which might finally lead to drop out.

Child labor may adversely interfere with children's participation in schooling by restricting access to school or encouraging dropout for those already enrolled in school. Such children may not have time for school as time is spent working bars the majority of them from benefiting from education. Son (2012) suggests that poverty and ignorance of parents leads to most children from quitting schooling to fend for most urgent needs.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focused on research design, target population, sample size and sampling procedures, research instruments validity of the instruments and reliability of the instruments, data collection procedure, data analysis techniques and ethical considerations

#### **3.2 Research design**

Creswell (2002) says that research design is the process used by those involved in research to examine the specific relations between and among subjects under study so as to create groupings of variables, apply stimuli, observe changes and interpret the data. This tool enables one to concentrate on the situation in question thereby avoiding excesses and ambiguity. The researcher used descriptive survey design and employed quantitative and qualitative strategies to examine socio-economic determinants of dropout in secondary schools in Msambweni Sub County. This research design is employed in pre study and exploratory undertakings to enable one to acquire data and information, put it in summary before presentation then derive meaning from it so that the findings can be understood clearly (Orodho, 2010).

Descriptive survey is appropriate because this study involved three categories of respondents which are considered wide. Furthermore the researcher had could not change the independent variables such as family income, family size, cost of education and child labor; the factors of dropout, that had happened before.



### 3.3 Target population

Mugenda and Mugenda (2003), defines target population as a group of people, things and events under study where a person carrying out research will draw a sample. Target population must include all behavior and characteristics that the researcher hypothesizes (Patton, 2002). The researcher targeted a population comprising of 20 secondary schools in Msambweni Sub County, 230 teachers, 20 head teachers and 2000 students.

**Table 3.1: Population of study**

<b>Component</b>	<b>Population</b>
<b>Head teachers</b>	20
<b>Teachers</b>	230
<b>Students</b>	2000
<b>Total</b>	<b>2250</b>

### 3.4 Sample size and sampling procedures

A sample is a smaller group (subset) that represent a given percentage group procedurally selected from the population (Ngechu, 2003) while sampling can be defined as the procedure of choosing items from population so as to stand in for that population (Orodho, 2009). The sampling procedure used was simple random sampling which was used to draw a sample of 10 schools from 20 public secondary schools in Msambweni Sub- County which is 50% representation of the total population of public secondary schools in Msambweni sub-county. A sample of 10% is the smallest accepted value while 100% is a requirement to be met by very small population (Kothari, 2002; Cooper and Schindler, 2003). Teachers were selected using

simple random sampling. They were used in the study because they gave data and information on the behaviors of cohorts and other observations during their work. A total of 69 teachers formed the study sample of 30% of the target population. The study used simple random sampling to sample 10 head teachers out of the 20 head teachers. The study used students from all classes because all students may be affected by dropout. The sample size of students was 10% which resulted to 200 students who were randomly sampled. The students gave firsthand information about the causes of dropout. A total of 279 respondents were used in the study as shown in Table 3.2.

**Table 3.2: Selection of respondents**

<b>Component</b>	<b>Population</b>	<b>Project sample size</b>
Head teachers	20	10
Teachers	230	69
Students	2000	200
<b>Total</b>	<b>2250</b>	<b>279</b>

### **3.5 Research instruments**

The research employed both interview guides and questionnaires. Questionnaires were the main research instrument because the researcher found it adequate for data collection from students and teachers because of time constraints. The questions were closed ended in order to provoke more intricate information retrieval and open ended to add more information that are important to the study.

The teachers' questionnaire provided feedback on professional qualifications, duration of service in the current school, number of students' dropout and financial status of parents amongst other possible socio economic causes of dropout. Students' questionnaire gathered information on gender, financial status of parents, number of siblings and the kind and amount of work they are involved in at home.

Interview schedules were instrumental in collecting data from head teachers because it provided the researcher with an opportunity to seek for clarification from head teachers. It was constructed and structured so that minimum writing was done by the researcher during the interview process. The interview guide for head teachers sought to collect data regarding the period they have worked in current school, academic qualifications, opinion on causes of dropout and measures to be taken to reduce dropout.

### **3.5.1 Validity of research instrument**

This is the measure of an instrument on its ability in measuring variables with precision. Orodho (2008) define validity as the extent of accuracy and preciseness of dependent on the study data. To enhance its validity, the instrument master students and supervisors in the University of Nairobi school of education were involved in discussing the questionnaires. The supervisors' comments were considered in making necessary revision on the instruments. The researcher ensured that the items in the instruments were accurate in terms of the responses required as stated by Creswell (2002).

### 3.5.2 Reliability of the instrument

This is the assessment of the preciseness in which items in the study instruments produce similar results when used severally (Mugenda & Mugenda, 1999). In order to improve the reliability of the instrument, an assessment of the consistency of the responses on the pilot questionnaire was done. The test – retest technique was used by the researcher to test the reliability of instruments. The researcher administered the research instrument twice in the two piloted schools with duration of one week left between the first and the second test. Reliability was calculated using Pearson’s Product – Moment Correlation Coefficient (r) formula

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where

N = the number of samples

$\sum x$  = total score odd items statement

$\sum y$  = total score even items statement

$\sum xy$  = the number of multiplication X and Y

$$r_{xy} = \frac{5(127) - (23 \times 24)}{\sqrt{[5(123) - (23)^2][5(134) - (134)^2]}} = 0.9231$$

The correlation coefficient(r) obtained after the calculation was 0.9231 which is greater than 0.8 so the instruments were considered reliable as suggested by Orodho (2008).

### **3.6 Data collection procedure**

A research authority was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). Copies of the permit were presented to the County Commissioner and County Education Officer, Kwale County that further granted the researcher permission to visit schools under Kwale County. The researcher sent the tools to the sampled schools for teachers and students. The researcher made a follow up on the filling of the questionnaires and collected them for analysis from all the respondents. The researcher arranged for the interview sessions with the head teachers of the sampled schools.

### **3.7 Data analysis technique**

The researcher carried out fieldwork and the raw data collected were sorted out to check for any errors in terms of completeness and ambiguity. All questionnaires which were not answered or incomplete were rejected. Statistical Package for Social Sciences (SPSS) version 20 was used to analyze the coded information. The study generated both quantitative and qualitative data.. Qualitative information was studied by regression where the various causes of dropout were correlated.

### **3.8 Ethical considerations**

Ethical aspects of the study were effectively addressed in the following manner. First, any information's obtained from another author was presented using American Psychological Association (APA) referencing system in an the recommended format. Secondly, informed permission of respondents were sought before including them in the study. Furthermore, no one was forced or coerced to provide information. To ensure that privacy of respondents is at utmost, no personal information was collected. Finally, respondents informed of the objectives of the study before data collection process.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents data which was analyzed from the questionnaires and interview guide. It aims at providing a link between the results of this study with literature from studies carried in other parts of the world in order to draw comparison. The chapter focuses on the questionnaire return rate, demographic information of the respondents, data presentation, interpretation and discussion of findings in relation to the influence of socio economic challenges on students' dropout in secondary schools.

#### **4.2 Questionnaire return rate**

Questionnaire return rate is the part or percentage of the questionnaires and interview schedules that were satisfactorily filled and given back to the researcher. Out of the 10 head teachers sampled, 8 were interviewed which translates to 80% return rate, 51 teachers returned their questionnaires out of 69 which was 74% return rate. The students' questionnaire return rate was 88.5% i.e. 177 students out of 200 returned their questionnaires. Hartman (1979) indicated that 50 percent return rate is adequate, 60 percent is very good and 70 percent and above is excellent. The return rates were considered to appropriate for this study on this ground. On average the questionnaire return rate was 84.6%.

### 4.3 Demographic information

The role of the research was to examine determinants influencing students' dropout rates in secondary schools in Msambweni Sub County. Consequently, the study found it necessary to determine the demographic data of the respondents.

#### 4.3.1 Teachers and head teachers demographic information

Head teachers and teachers demographic information was pegged on their gender, academic qualification, age, duration in the current institution and duration of teaching for the teachers.

The data is presented in Table 4.1.

**Table 4.1 Teachers' and head teachers gender**

<b>Gender</b>	<b>Head Teachers</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	5	63	30	59
<b>Female</b>	3	27	21	41
<b>Total</b>	<b>8</b>	<b>100</b>	<b>51</b>	<b>100</b>

Data in Table 4.1 on the gender of head teachers indicates that the majority (63%) are male. This indicates that there was a fair gender involvement in both teaching staff and management of schools in Msambweni Sub County. The gender distribution was considered appropriate to provide data on factors influencing dropout schools in Msambweni. The data is presented in Table 4.2.

**Table 4.2 Teachers and head teachers average age distribution**

Age	Head Teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Below 30	-	-	11	21.6
31-40	1	12.5	27	52.9
41-50	3	37.5	9	17.7
Above 50	4	50	4	7.8
<b>Total</b>	<b>8</b>	<b>100</b>	<b>51</b>	<b>100</b>

The ages of the majority of teachers (52.9%) as indicated in Table 4.2 were between 31–40 years. Head teachers above 50 years of age are represented by 50%. This indicates that most of the teachers are young and vibrant and are able to deliver the teaching and learning content. The data on academic qualification is shown below.

**Table 4.3 Teachers and head teachers' academic qualifications**

Level o qualification	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Master of Education	-	-	2	3.9
Bachelor of Education	4	50	29	56.9
Bachelor of Science	1	12.5	3	5.9
Diploma of Education	3	37.5	17	33.3
<b>Total</b>	<b>8</b>	<b>100</b>	<b>51</b>	<b>100</b>



Majority of the teachers (56.9%) and head teachers (50%) had Bachelor of Education Degree as their highest level of education. These findings show that most of the teachers and head teachers have academic muscle and are professionals whose capability is adequate and whose understanding of the factors that influence dropout of students is unmatched in their respective schools. Understanding professional qualification of head teachers and teachers was critical since it avails skills, knowledge and attitude that enable them to deal with issues that may fuel dropout. The data is tabulated below shows work experience.

**Table 4.4 Experience of head teachers and teacher in teacher**

<b>Years of experience</b>	<b>Head teachers</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1-4</b>	-	-	5	9.8
<b>5-9</b>	1	12.5	19	37.4
<b>10-14</b>	2	25	10	19.6
<b>15-19</b>	3	37.5	9	17.6
<b>20-24</b>	2	25	4	7.8
<b>Above 25</b>	-	-	4	7.8
<b>Total</b>	<b>8</b>	<b>100</b>	<b>51</b>	<b>100</b>

Findings on Table 4.4 revealed that most of the head teacher (37.5%) had between 15-19years' experience on teaching and managing schools on the other hand 37.4% of teachers had teaching experience of 5 – 9 years. Based on this result it was concluded that most principals and teachers

had experience due to the many number of years the spent doing the job and were better placed to narrate their experiences and observations concerning high dropout in secondary schools..

This is tabulated in Table 4.5

**Table 4.5 Duration of service in the current area**

<b>Duration</b>	<b>Frequency</b>	<b>Percentage</b>
1-5	3	37.5
6-10	4	50
11-15	1	12.5
<b>Total</b>	<b>8</b>	<b>100</b>

Data presented on Table 4.5 revealed that 50% of the head teachers had been in the current schools for duration of between 6 – 10 years. It is evident that they had worked for enough time and had witnesses firsthand what the students were going through.

#### **4.3.2 Students' demographic information**

This was pegged on their age, class and the type of school.

**Table 4.6: Classes where students come from**

<b>Class</b>	<b>Frequency</b>	<b>Percentage</b>
Form 1	40	22.6
Form 2	44	24.9
Form 3	50	28.2
Form 4	43	24.3
<b>Total</b>	<b>177</b>	<b>100</b>

Table 4.6 revealed that the most of the students (28.2%) were in form 3 which was appropriate for the study since they had stayed long enough in their respective schools, interacting with some students that dropped out and had experience of some of the socio-economic factors which affects dropout of students in education. Table 4.7 shows the type of school where students study.

**Table 4.7: Type of School**

<b>Type of school</b>	<b>Frequency</b>	<b>Percentage</b>
Boys Boarding	49	27.8
Girls Boarding 30	34	19.3
Mixed Boarding	38	21.3
Mixed Day	56	31.6
<b>Total</b>	<b>177</b>	<b>100</b>

Table 4.7 shows that most of the students (31.6%) are from mixed day schools. The distribution of schools according to the type is considered appropriate for the study because a variety of

students from various types of schools provided appropriate diverse information on socio-economic challenges affecting their schooling. The students were asked to indicate their ages the responses were represented on Figure 4.1.

**Figure 4.1: students' ages**

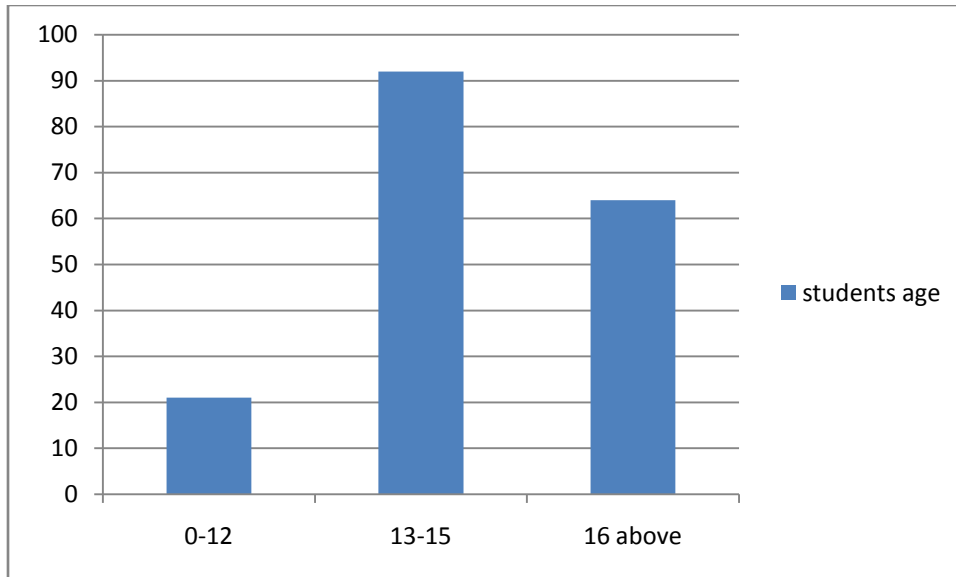


Figure 4.1 indicates

that the most of the respondents (58 %) are children of ages between 12-15. This age group is in adolescent stage which is common with characteristics such as peer pressure that may influence their decision to quit schooling. The age bracket of most of the respondents was seen necessary for the study as they are old enough to contemplate and provide relevant information for the study.

#### **4.4 Data analysis on determinants of dropout**

Learners discontinue their studies in secondary schools in Msambweni Sub County is influenced by factors such as child labor, family size and earnings. The researcher attempted to analyze the extent to which these factors influence dropout.

#### 4.4.1 Child labor and its influence on dropout

The first objective of this study was aimed at establishing the effect of child labor on students' dropout rates in secondary schools in Msambweni. Respondents were asked to state in their opinion, the leading cause of dropout in the Sub County. The results are indicated in Table 4.8.

**Table 4.8: Responses on the leading source of dropout**

Socio-economic factor	Responses	
	Frequency	Percentages (%)
Child labor	89	37.7
Size of household	32	13.6
Tuition fees	75	31.8
Parents income	40	16.9
<b>Total</b>	<b>236</b>	<b>100</b>

From Table 4.8 it is evident that the leading cause of dropout in secondary schools in Msambweni Sub County is child labor as indicated by most (37.7%) of the respondents. In the interview with the head teachers, it came out clearly that most of the students (37.5%) in child labor engage in illicit sexual activities with tourist, 25% operate *boda boda* businesses, the other 25% engage in domestic work while the remaining 12.5% are involved in other minor business.

#### 4.4.2 Sex tourism as an influence to dropout

The students were asked to state how frequently they witnessed fellow student dropout of school to marry or get in relationships with white men or women. The table below shows the results.

**Table 4.9: How often student engage in relationship with tourists**

<b>How often</b>	<b>Frequency</b>	<b>Percentage</b>
Very often	77	44
Often	60	34
Rarely	27	15
Never	13	7
<b>Total</b>	<b>177</b>	<b>100</b>

From Table 4.9 most of the respondents (44%) indicated that they had very often witnessed their fellow students engage in relationships with older white men and women. The finding contradicts those of ILO (2010) that indicated that girls were more vulnerable than boys to dropout due to sex tourism. Sexual engagement with tourism by students according to the interview with the head teachers was attributed to the desire by students to live better lives away from the poor state of economy in their homes and to escape long laborious schooling process.

#### 4.4.3 Domestic work as an influencing factor on dropout

The students were asked to state how frequently they witnessed their fellow students dropout to take up employment as house help or how frequently they helped with work at home. This is shown in the table below.

**Table 4.10: Responses the frequency of students assisting with domestic work at home**

<b>How often</b>	<b>Frequency</b>	<b>Percentage</b>
Very often	67	38
Often	50	28
Rarely	32	18
Never	28	16
<b>Total</b>	<b>177</b>	<b>100%</b>

According to Table 4.10, most of the respondents 38% confirmed that they very often witnessed their fellow students drop out of school to take up domestic jobs. An in-depth inquiry with one of the students revealed that these children usually dropout to get involved in activities such as farming, taking care of younger siblings, taking care of the cleanliness of their employers' households, taking part in organizing weddings and funerals of their family members and taking care of ailing members of the families. The interview with head teachers further revealed that more girls (73%) are more vulnerable to domestic work and employment than boys (27%). The head teachers(80%) which is the majority had consensus that involvement of the children in domestic work lower their academic performance as the engagement in work limits their private study at home and leads to lack of concentration in class due to fatigue.

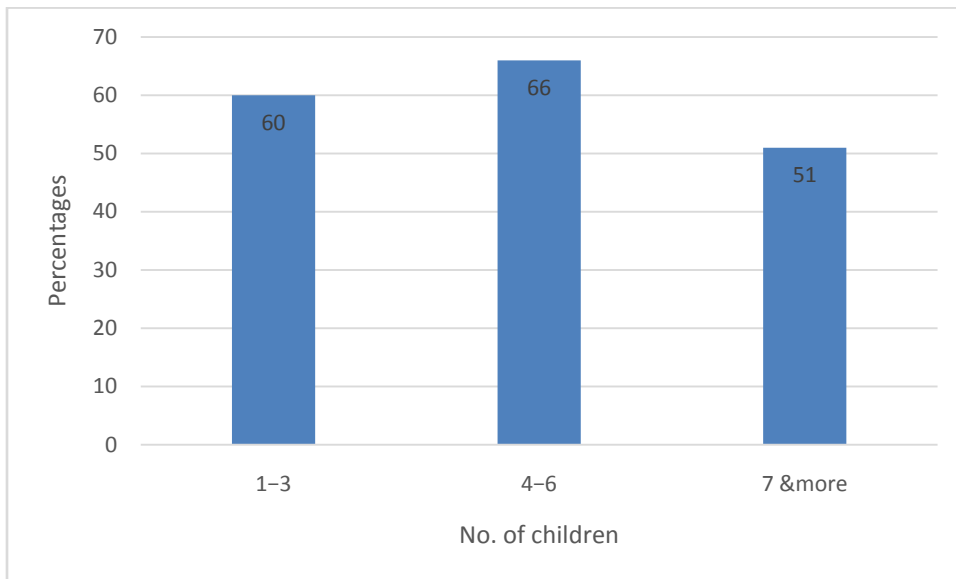
In summary, the study revealed that out of all the determinants of dropout in secondary schools in Msambweni, child labor has the greatest effect at 37.7%. The study further indicated that the most(37.5%) of children involved in child labor engage in sexual activities as an income

generating activity instead of attending school, some 25% are involved in *boda boda* business, 25% in domestic work and employment and 12.5% carry out other small businesses. It was revealed that children in employment hardly continue with their studies because their work consume most of their study time.

#### 4.4.4 Family size and dropout

The next aim of the research was to establish how the size of households influences dropout rates. The researcher asked the students to indicate the average number of children in their family. Their responses are indicated in the figure below.

**Figure 4.2: Siblings average number**



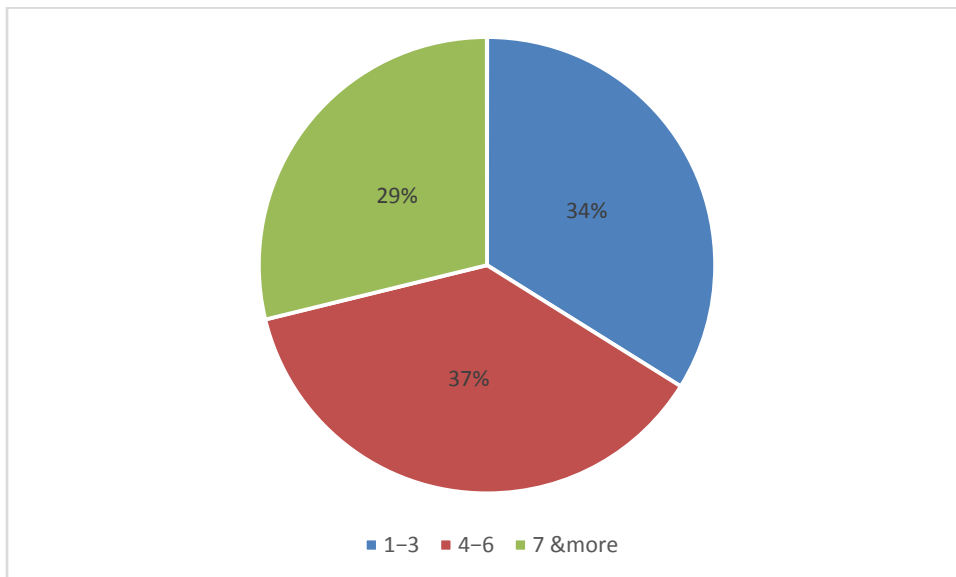
The findings Figure 4.2 reveals that most (40%) of the students have between 4-6 siblings in their families. The majority (62%) of families had more than 4 children. From a special interview with one of the students it came out clearly that large families often experience financial



difficulties. It was necessary to establish whether the number of members in a family affected parents' provision of school requirements of their children. Consequently, respondents were asked how often their parents provided textbooks, uniform and other requirements. The majority of the respondents (69%) indicated that their parents rarely provided, 11% hardly provided while 20% said their parents often provide. This could be due to the large number of children to provide for among other reasons.

Students were asked the number of people living in their house of residence when school was in session. This is revealed in the figure below.

**Figure 4.3: Residents in respondents' home during school**



The findings on Figure 4.3 indicate that most of the students (37%) have an average of 4 to 6 children. In an interview with the head teachers it came out that in addition to financial difficulties experienced by large families, parental involvement in the academic welfare and

discipline of each child is limited. This according to them leads to low participation of children in school activities due to low morale and may eventually lead to dropout.

In summary, the study indicated that large family sizes increases dropout rates among secondary school students in Msambweni. From the findings of the study, 62% of the families are overcrowded as a result 69% of the student admitted that their parents rarely provide learning necessities in time. The head teachers indicated that it is difficult for parents with large families to provide for the educational requirements especially with the rising cost of living.

#### **4.4.5 Tuition fee and dropout**

The third objective of the study was to determine the influence of tuition fees on students' dropout rate. The head teachers were asked the effect of subsidized tuition fees (FDSE) provided by the government on dropout rates of students in secondary education.

**Table 4.11 Head teachers' responses on effect of contribution of subsidized tuition fund on student enrolment**

<b>Contribution of subsidized tuition funds</b>	<b>Yes %</b>	<b>No %</b>
Enhance students' secondary school attendance	90	10
Has improved secondary completion rate	80	20
Learners dropout due to lack of fees	60	40
Has improved students' academic performance	50	50
Government disburses FDSE on time	10	90
Learners dropout due to fees	70	30

Table 4.11 revealed that 90% of the head teachers indicated that FDSE has promoted completion rates in their schools. However, the funds are not disbursed in time as indicated according to (90%) of respondents.

It was further revealed that subsidized tuition funds enhance students' secondary school completion rate as represented by 80% of the head teachers. However, 50% of head teachers indicated that the fund does not improve students' academic performance.

**Table 4.12 Teachers' responses on reasons for student's high drop out**

<b>Reasons</b>	<b>Frequency</b>	<b>Percentage</b>
Poor performance	5	9.8
Sex tourism	11	21.6
Tuition fees	10	19.6
Drug abuse	9	17.6
Early pregnancies	6	11.8
Motor bike " <i>bodaboda</i> "	7	13.7
Distance from home to school	1	2
Fear of repeating a class	2	3.9
<b>Total</b>	<b>51</b>	<b>100</b>

The study findings indicate that 19.6% of respondents supported that school tuition fees was one of the reasons that made students drop out of school in spite of the government subsidized tuition fees. Head teachers indicated that due to the rising cost of providing education, they are forced to

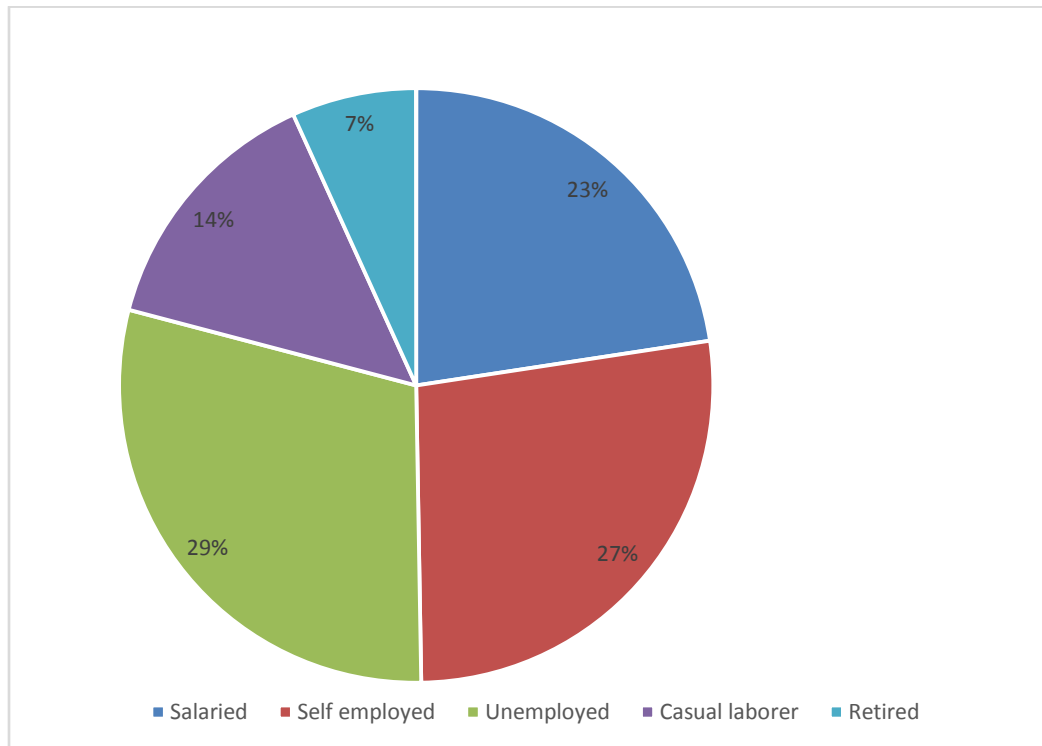
introduce additional charges in order to effectively run their school. These findings concurred with Korin'gura (2004) and Rumberger (2001) who found out in their studies that there was an escalating decline in participation in education whose cost increases while the funding remains constant which causes inadequacy on the available resources in the long term.

In summary, the majority of head teachers (90%) indicated that FDSE fund has promoted participation in secondary schools in Msambweni Sub County. Teachers indicated that there still was 19.6% dropout due to tuition fees related causes that could be addressed by increasing the free education subsidy as suggested by the majority 90% of the head teachers.

#### **4.4.6 Income of parents and its influence on dropout**

The fourth and last objective of this study was to examine the level of income of parents as a factor that affects students' dropout rates in secondary schools in Msambweni..

**Figure 4.4 Distribution of respondents' parents' occupation**



From the Figure 4.4, it is clear that most (29%) of the respondents' parents are unemployed. This shows that they are unable to provide for their children educational requirements. The researcher further sought to establish how parents' employment status affected their earnings per month.

The head teachers were asked to gauge the average level of income of parents per month in their schools. The results are shown in the table below.

**Table 4.13 Average earnings**

<b>Parents average income</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1–10	3	37.5
11–20	2	25
21–30	2	25
31 and above	1	12.5
<b>Total</b>	<b>8</b>	<b>100</b>

Table 4.13 indicates that the most of parents 37.5% earn less than ten thousand shillings per month. These findings concur with Son (2012) who found out that 52% of the population in Kenya’s Coast region live below the poverty line. With this kind of earning, it is difficult for parents to cater for the basic requirement of their children at home and school. It was necessary to establish the relationship between the level of earning of the parents and their level of education.

The students were asked to state the education level of their parents. The results are shown in Table 4.14.

**Table 4.14 Students' responses on their parents' level of education**

<b>Level of Education</b>	<b>Father</b>		<b>Mother</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Primary	80	45	73	41
Secondary	45	25	38	21
Tertiary	21	12	19	11
University	8	5	4	2
None	23	13	43	24
<b>Total</b>	<b>177</b>	<b>100</b>	<b>177</b>	<b>100</b>

From the study, most of the fathers (45%) and mothers (41%) went only up to primary school level of education. Such kinds of academic qualifications, according to the head teachers, attract very little earnings. It was evident that most of the parents who are of low socio-economic status and had not benefited from education and therefore did not value education, were not interested or could not afford to provide it.

In conclusion therefore, low level of parental income affect students dropout rates in Msambweni Sub County. According to the general responses of all the respondents, low income levels account for 16.9% of all the dropouts in Msambweni. Most of parents (29%) of parents who are charged with the responsibility of educating their children in secondary schools were unemployed. In addition, 37.5% earn less than 10 thousand Kenya shillings which is inadequate to cater for all the basic needs of a family and still pay for education of their children. The situation is worsened by low level of education of the majority (45%) of parent who had low chances of advancing economically as far as formal employment is concerned.

## **CHAPTER FIVE**

### **5.1 Introduction**

This chapter includes the summary of the study, conclusions, recommendations and suggestion for further research.

### **5.2 Summary**

This study focused on investigating determinants of dropout among students in secondary schools in Msambweni, Kwale County. Those factors included child labor, family size, tuition fees and level of income of parents.

The study restricted itself to the following areas: determine how child labor relates with dropout in Msambweni Sub County; establish the relationship between family size and dropout among students; to examine the extent to which tuition fees influences students' dropout in public secondary schools in Msambweni Sub County and to assess the extent to which income levels of parents influence dropout in public secondary schools in Msambweni Sub County.

Descriptive survey design was used in the study. Head teachers, teachers and students in Msambweni Sub County were the target population from which samples were drawn. Simple random sampling was used and the sample size consisted of 279 respondents; 10 head teachers, 69 teachers and 200 students. Questionnaires were used to collect data from teachers and students while interview guides were used on head teachers.



The study revealed that out of all the socio economic factors influencing students' dropout from secondary schools in Msambweni, child labor has the greatest effect at 37.7%. The study further indicated that most (37.5%) of children involved in child labor engage in sexual activities as an income generating activity instead of attending school, some 25% are involved in *bodaboda* business, 25% in domestic work and employment and 12.5% carry out other small businesses. It was revealed that children in employment hardly continue with their studies because their work consume most of their study time.

Large family sizes influences dropout rates among secondary school students in Msambweni Sub County. According to the study, 62% of the families are overcrowded as a result 69% of the student admitted their parents rarely provided learning necessities in time. The head teachers indicated that it was difficult for parents with large families to provide for the educational requirements especially with the rising cost of living

The majority of head teachers (90%) indicated that FDSE fund has promoted participation in secondary schools in Msambweni Sub County. However, teachers indicated that there still were 19.6% dropout due to tuition fees related causes that could be addressed by increasing the free education subsidy as suggested by the a majority of the head teachers.

Low level of parental income affect students dropout rates in Msambweni Sub County. According to the general responses of all the respondents, low income levels account for 16.9% of all the dropouts in Msambweni. Most of the parents (29%) who are charged with the responsibility of educating their children in secondary schools are unemployed. In addition,

37.5% earn a monthly income of less than 10 thousand Kenya shillings which was inadequate to cater for all the basic needs of a family and still pay for education of their children. The situation was worsened by low level of education of most (45%) of parent who had low chances of advancing economically as far as formal employment is concerned.

### **5.3: Conclusion**

The study has established that the reasons for escalation of students' dropout rate in Msambweni Sub County were lack of fees, sex work, child labor, poverty of parents and high number of dependents in a household.

The study established that factors such as child labor and early sexual engagement with tourist were responsible for high dropout of students in secondary schools in Msambweni Sub County. The number of family members in a student home at the time of school was found to be more than five which was concluded to be influencing dropout. This happens because parents with many children were found to suffer financial hardships and their enrolled children often drop out.

It was also concluded from the study that more students were able to participate in school as a result of the government subsidized tuition fee because it eased the financial burden on parents. It was, however, decided that due to inflation and rise in the cost of living, FDSE ought to be revised so that even the economically disadvantaged children could complete their studies.

Poverty of a people is worsened by low income level which is a product of ignorance as a result of lack or low education levels. It was concluded that policies should be put in place by the government to ensure that poverty is minimized in areas where dropout is rampant.

#### **5.4: Recommendations from the Study**

Based on the findings of the study the researcher recommends the following.

- There is need for the government to introduce laws, policies and regulations to guide activities of tourists especially those that touch on sexual exploitation of children. It should also find new means of positively engaging tourist in supporting education sector amongst other economic support towards alleviating poverty in the region
- The government through ministry of education and other allied ministries, NGOs, churches and other stakeholders should engage the public by conducting campaigns to sensitize the public on the need for family planning in Msambweni Sub County. The public should be informed that the cost of living in general and the cost of education in particular have increased tremendously and therefore there is need to have fewer children that they can effectively educate with the limited resource available.
- The school management boards, parents associations, teachers and even students need to initiate income generating and learning programs within the school to help needy students in terms of provision of school supplies.
- The government should review the subsidized education fund to reflect the current economic demand of education. The funds should be released in time and resources to

ensure that free secondary school education runs smoothly without compromising quality of education.

### **5.5 Suggestions for further study**

The researcher recommends the study of the following;

- a) A study on the role of the tourism in alleviating poverty of the local communities and its subsequent role on access and retention in education in Coast region should be conducted.
- b) This study could be conducted to include a larger population using same instruments and including more respondents like Sub County education officers, parents and other stakeholders who have more information on the influencing factors to students' dropout.
- c) There is need to carry out research in other districts to compare which factors affect dropout of students in secondary schools.

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## APPENDIX I

### INTRODUCTION LETTER TO HEAD TEACHERS

Gwendo Calvince Otieno

University of Nairobi

Department of Educational Administration and Planning

P.O Box 30197–00100,

NAIROBI

Date.....

Dear Sir/ Madam,

#### **RE: PERTICIPATION IN RESEARCH**

I am a postgraduate student at the University of Nairobi pursuing a Master of Education degree in planning. I am conducting a research on **“Socio-economic factors influencing students’ dropout in secondary schools in Msambweni Sub- County, Kwale County”**.

You have been selected to participate in the research process. I hereby kindly request you to avail yourself for the interview process on the stated date.

The responses you will give shall be absolutely confidential. No name shall be required from the respondent.

Thank you.

Yours faithfully,

Calvince Otieno Gwendo.



## APPENDIX II

### INTRODUCTION LETTER TO RESPONDENTS

Gwendo Calvince Otieno.

University of Nairobi,

Department of Educational Administration and Planning,

P.O Box 30197–00100,

NAIROBI

Date.....

Dear Respondent,

#### **RE: PARTICIPATION IN RESEARCH**

I am a postgraduate student at the University of Nairobi pursuing a Master of Education degree in planning. I am conducting a research on **“Socio-economic factors influencing students’ dropout in secondary schools in Msambweni Sub- County, Kwale County”**.

Your school has been selected to participate in the research process. I hereby kindly request you to respond to the questionnaire items as honestly as possible and to the best of your knowledge.

Your responses will be kept confidential.

Thank you.

Yours faithfully,

Calvince Otieno Gwendo

**APPENDIX III**

**INTERVIEW GUIDE FOR HEAD TEACHERS**

Please fill in the blank spaces or tick the space indicated by the bracket ( ). Do not write your name anywhere on this questionnaire for confidentiality.

1. In which division is your school? \_\_\_\_\_

2. What is your age bracket in years?

Below 29	30-34	35-39	40-44	45-49	50-54	Above 55

3. What is your gender?

Male ( )

Female ( )

4. What is your highest level of education?

PhD ( )

Med ( )

Bed ( )

Diploma ( )

Untrained ( )

Others (specify) \_\_\_\_\_

5. For how long have you been teaching in this school? \_\_\_\_\_

6. What is the average number of students in your school? \_\_\_\_\_

7. Are the students currently in Form Four same as the ones enrolled back in Form one?

Yes ( )

No ( )

If no, where did they go to \_\_\_\_\_

8. What happens to the students who fail to meet the required pass mark to move to the next class? \_\_\_\_\_

9. Do all students admitted in form one graduate in form four?

Yes ( )

No ( )

If no, what is the major reason that makes them not to graduate?

Involvement in child labor ( )

They leave to look for white men/ women ( )

Inability of parents to pay fees ( )

Long distances from home ( )

Transfer to other schools ( )

10. How do you rate parents' rate of income in thousands?

1-4	5-9	10-14	15-19	20-24	Above 24

11. What action do you take on children whose parents do not pay tuition fees on time?

Acton Taken	Yes	No
Send students home		
Give parents time to pay		
Parents called by head teacher		

Specify other actions \_\_\_\_\_

15. What is the influence of the following socio-economic factors on students' dropout in your opinion?

	Very much	Much	Very little	No influence
Child labor				
Sex tourism				
Tuition fees				
Drug abuse				
Early pregnancies				
HIV/ AIDs				
Number of children				

Specify other factors \_\_\_\_\_

12. What measures have you put in place in your school in order to minimize dropout?

\_\_\_\_\_

13. What would you say is the impact of FDSE program by the government in your school?

<b>Contribution</b>	<b>Yes</b>	<b>No</b>
Has improved student attendance to school		
Has improved secondary completion rate		
Learners dropout due to lack of fees		
Has improved students performance		
Government disburses FDSE on time		
Learners dropout due to fees		

*Thank you*

**APPENDIX IV**

**QUESTIONNAIRE FOR TEACHERS**

Please fill in the blank spaces or tick the space indicated by the bracket ( ). Do not write your name anywhere on this questionnaire for confidentiality.

1. What is your age bracket?

Below 25	25-29	30-34	35-39	40-44	Above 44

2. What is your gender?

Male ( )

Female ( )

3. Are you a trained teacher?

Yes ( )

No ( )

4. What is your academic qualification?

PhD ( )

Med ( )

Bed ( )

Diploma ( )

Untrained ( )

Others(specify) \_\_\_\_\_

5. Have you been teaching since you registered as a teacher?

Yes ( )

No ( )

6. How many years have you been teaching in this school?

\_\_\_\_\_

7. What is the average number of students in your class? \_\_\_\_\_

8. What happens to the students who fail to meet the required pass mark to move to the next class? \_\_\_\_\_

9. Do all students admitted in form one graduate in form four?

Yes ( )

No ( )

If no, what are the reasons that make them not graduate?

Involvement in child labor ( )

They leave to look for white men/ women around the beaches ( )

Inability to pay fees ( )

Long distance from home ( )

They transfer to other schools ( )

10. How do you rate parents' rate of income in thousands?

1-4	5-9	10-14	15-19	20-24	Above 24

11. What is the influence of the following socio-economic factors on students' dropout in your opinion?

	<b>Very much</b>	<b>Much</b>	<b>Very little</b>	<b>No influence</b>
Child labor				
Sex tourism				
Tuition fees				
Drug abuse				
Early pregnancies				
HIV/ AIDs				
Number of children				

12. What would you say is the impact of FDSE program by the government in your school?

<b>Contribution</b>	<b>Yes</b>	<b>No</b>
Has improved student attendance to school		
Has improved secondary completion rate		
Learners dropout due to lack of fees		
Has improved students' academic performance		
Government disburses FDSE on time		
Learners dropout due to fees		

*Thank you*

## APPENDIX V

### QUESTIONNAIRE FOR STUDENTS

Please fill in the blank spaces or tick the space indicated by the bracket ( ). Do not write your name anywhere on this questionnaire for confidentiality.

1. What is your age? \_\_\_\_\_

2. State your gender. Male ( ) Female ( )

3. Which form are you?

Form 1 ( ) Form 2 ( ) Form 3 ( ) Form 4 ( )

4. Who pays your school fees?

Father ( ) Mother ( ) Guardian ( ) both parents ( ) Sponsor ( ) others

(specify) \_\_\_\_\_

5. Are your parents alive?

Father: Yes ( ) No ( )

Mother: Yes ( ) No ( )

6. What is the highest level of education attained by your parents?

Level of education	Father	Mother	Guardian	Sponsor
Non formal				
Primary				
Secondary				
Post-secondary				
University				



7. What are the occupation/ job of your parent?

Type of employment	Father	Mother	Guardian	Sponsor
Salaried				
Self employed				
Casual laborer				
Retired				

8. a. How many children are there in your family?

Boys \_\_\_\_\_ Girls \_\_\_\_\_

b. How many of your siblings are in secondary school?

Boys \_\_\_\_\_ Girls \_\_\_\_\_

c. How many of your siblings have already completed secondary school?

Boys \_\_\_\_\_ Girls \_\_\_\_\_

9. Among the students you joined form one, are there any one of them who has dropped out of school?

Yes ( ) No ( )

If yes, give reasons for them dropping out \_\_\_\_\_

10. In your opinion, what are the reasons that lead to students dropping out of school?

No school fees ( )

Performing duties to earn money ( )

Parents do not want them to go to school ( )

Fear of repeating a given class ( )

Marrying a white man/ woman ( )

11. How would you rate the following factors in their contribution to dropout in secondary schools?

	Very much	Much	Very little	No influence
Priority given to boys				
Parents poverty				
Student marrying/getting in relationships with white men/ women				
High cost of education				
Many siblings				

12. Are there times when you are unable to complete your school assignment?

Yes ( )

No ( )

If yes, what is the reason?

Caring for younger siblings ( )

No room and furniture for reading ( )

Helping with chores at home ( )

No lighting ( )

13. How prompt does your parent provide textbooks, uniforms and other items required in school?

Never ( )

Rarely ( )

Often ( )

14. How often does your parent express concern about your performance?

Never ( )

Rarely ( )

Often ( )

## APPENDIX VI


### RESEARCH BUDGET

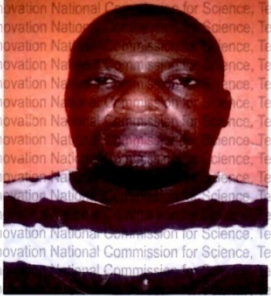

	<b>Item</b>	<b>Quantity</b>	<b>Unit price in shillings</b>	<b>Total cost in shillings</b>
1.	Typing expenses	3 drafts	200	600
2.	Printing and editing final report	4 copies	250	1,000
3.	Field notebooks	1 piece	150	150
4.	Photocopying papers	2 realms	400	800
5.	Foolscaps	1 realms	250	250
6.	Pivoting expenses	5 days	1500	7,500
7.	Data collection expenses	20 days	600	12,000
8.	Data processing and analysis	14 days	100	1,400
9.	Draft reports	3 copies	1,000	3,000
10.	Final research reports	7 copies	750	5,250
11.	Miscellaneous			3,000
12.	Contingencies			3,000
	<b>Total</b>			<b>37,350</b>

**APPENDIX VII**

**RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:** **Permit No : NACOSTI/P/16/07939/9126**  
**MR. CALVINCE OTIENO GWENDO** **Date Of Issue : 29th February,2016**  
**of UNIVERSITY OF NAIROBI, 0-800** **Fee Received :Ksh 1000**  
**mombasa,has been permitted to**  
**conduct research in Kwale County**  
**on the topic: SOCIO-ECONOMIC**  
**FACTORS INFLUENCING DROPOUT**  
**AMONG SECONDARY SCHOOL STUDENTS**  
**IN MSAMBWENI SUB-COUNTY, KWALE**  
**COUNTY, KENYA**  
**for the period ending:**  
**26th February,2017**

  
**Applicant's Signature**

  
  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

**RESEARCH CLEARANCE PERMIT**

**Serial No. A 8083**

**CONDITIONS: see back page**



**REPUBLIC OF KENYA**

**NACOSTI**

**National Commission for Science,  
Technology and Innovation**

**RESEARCH CLEARANCE  
PERMIT**

**Serial No. A 8083**

**CONDITIONS: see back page**

## APPENDIX VIII

### RESEARCH AUTHORIZATION



#### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/07939/9126**

Date:

**29<sup>th</sup> February, 2016**

Calvince Otieno Gwendo  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI.**

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Socio-economic factors influencing dropout among secondary school students in Msambweni Sub-County, Kwale County, Kenya*” I am pleased to inform you that you have been authorized to undertake research in **Kwale County** for a period ending **26<sup>th</sup> February, 2017**.

You are advised to report to **the County Commissioner and the County Director of Education, Kwale County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. S. K. LANGAT, OGW**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kwale County.

The County Director of Education  
Kwale County.